

5. Student Performance, Assessment and Evaluation

- ◆ State the school's educational goals and objectives indicating how much academic improvement students are expected to show each year, how success will be evaluated and the specific results to be attained.
The school's educational goals and objectives must ensure that students receive a year's worth of learning for each year enrolled.
- ◆ Identify the school's promotion standards.
- ◆ If the school will serve secondary students, describe the methods that will be used to determine if a student has satisfied the requirements for graduation in accordance with s. 1003.43.
- ◆ Identify the range of assessments that the school will use to measure and monitor student performance.
At a minimum, charter schools must participate in the statewide assessment program created under s. 1003.43.
- ◆ Describe how baseline achievement data will be collected and used.
- ◆ Describe how student assessment and performance data will be used to evaluate and inform instruction.
- ◆ Describe how student assessment and performance information will be shared with students and parents.

State the school's educational goals and objectives indicating how much academic improvement students are expected to show each year, how success will be evaluated and the specific results to be attained.

The Key Biscayne Charter High School will pursue a program that emphasizes the Florida Department of Education's Sunshine State Standards. It will be a rigorous academic curriculum that encourages independent thought and student growth. In light of the difficult course of study, the schools educational goals include:

Given school-wide emphasis on instruction for mastery of the Sunshine State Standards in Language Arts, Key Biscayne Charter High School will meet or exceed the M-DCPS benchmarks for learning gains in reading as evidenced by Reading scores on the 2009 Florida Comprehensive Assessment Test.

Given school-wide emphasis on instruction for mastery of the Sunshine State Standards in Mathematics, Key Biscayne Charter High School will meet or exceed the M-DCPS benchmarks for learning gains in Mathematics as evidenced by Mathematics scores on the Math subtest of the 2009 Florida Comprehensive Assessment Test.

Tenth grade students will demonstrate mastery of writing standards by meeting or exceeding the local district and/or State average, whichever is greater, of students scoring at a 3.5 or above on the FCAT Writing Test.

Eleventh grade students will demonstrate mastery of science standards by meeting or exceeding the local district and/or State average, whichever is greater, of students scoring a three or above on the FCAT science subtest.

At least 50 percent of the lowest quartile of students will make learning gains in Reading and Mathematics as evidenced by demonstrating improvement in one or more achievement levels; or by maintaining FCAT achievement level 3, 4, or 5; or maintaining an achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score (cut score) for the respective grade level.

At least 50% of students will meet and /or exceed requirements for graduation, upon completion of grade twelve.

Given a school-wide emphasis on instruction for mastery of the Sunshine State Standards, Key Biscayne Charter High School will meet or exceed the M-DCPS benchmarks for learning gains in Reading and Mathematics as evidenced by demonstrating improvement in one or more achievement levels; or by maintaining FCAT achievement level 3, 4, or 5; or maintaining an achievement level of 1 or 2 and demonstrating one year's growth to exceed the Developmental Scale Score for the respective grade level.

Given a school-wide emphasis on instruction for mastery of the Sunshine State Standards, Key Biscayne Charter High School will meet or exceed the M-DCPS benchmarks for graduation, upon completion of grade twelve.

Identify the school's promotion standards.

Promotion from grade to grade will follow the requirements set forth in the Miami-Dade County Public Schools' *Student Progression Plan*.

In order to be designated as a 10th grade student, a 9th grade student must have earned a minimum of four credits, which must include one credit in English/ESOL or one credit in Mathematics.

To be designated as an 11th grade student, a 10th grade student must have earned a minimum of 10 credits, which must include two credits in English/ESOL and two credits in Mathematics.

To be designated as a 12th grade student, an 11th grade student must have earned a minimum of 16 credit, which must include three credits in English/ESOL and three credits in Mathematics.

In order to graduate, a student who has selected the four-year, 24-credit standard program, must demonstrate mastery of the Sunshine State Standards through the Florida Comprehensive Test, including basic computer literacy skills, and complete a community service project.

If the school will serve secondary students, describe the methods that will be used to determine if a student has satisfied the requirements for graduation in accordance with s. 1003.43.

Students must meet all the graduation requirements specified by the state of Florida in order to receive a diploma from the School. Those requirements include 24 credits satisfactory performance on the FCAT, a cumulative unweighted grade point average of 2.0 or higher,

demonstrated computer literacy, and completion of a community service requirement.

The grade and bonus point values shown in the chart below will be used to determine unweighted GPA's. At such time as the High School grows and matures, additional classes may be added that provided for weighted GPA's. These will be calculated in accordance with District standards.

Letter Grade	Grade Point	Bonus Points Honors	Bonus Points Advance Placement
A	4	1	2
B	3	1	2
C	2	1	1
D	1	0	0
F	0	0	0

Graduates from the School may be eligible to participate in Florida's Bright Futures Scholarship Program. A student who has met all requirements for graduation except passing the grade 10 FCAT, or earning the GPA required for graduation shall be awarded a certificate of completion. Exceptional students, who have been properly classified, may be eligible to receive a special diploma or a special certificate of completion.

Identify the range of assessment that the school will use to measure and monitor student performance. At a minimum, charter schools must participate in the statewide assessment program created under s. 1003.43.

The school will participate in all required assessments as specified in 1003.43. In addition to the discussion of graduation requirements through completion of specific class credit requirements discussed above, the chart below identifies the specific instruments that will be used to assess student performance in the core subject areas. The results of the standardized tests, portfolios, and teacher-made tests will be used for diagnostic purposes.

Core Subject Areas	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Reading	Teacher-made tests	FCAT* (SSS & NRT)	Teacher-made tests	Teacher-made tests
	FCAT (SSS & NRT)	Teacher-made tests	FCAT SSS (When Needed)	FCAT SSS (When Needed)
Writing	Teacher-	Teacher-	Teacher-	Teacher-

	made tests Portfolios	made tests Portfolios FCAT Writing	made tests Portfolios	made tests Portfolios
Mathematics	Teacher-made tests FCAT (SSS & NRT)	Teacher-made tests FCAT* (SSS & NRT)	Teacher-made tests FCAT SSS (When Needed)	Teacher-made tests FCAT SSS (When Needed)
Science	Teacher-made tests Portfolios	Teacher-made tests Portfolios	Teacher-made tests Portfolios	Teacher-made tests Portfolios
Social Sciences	Teacher-made tests Portfolios	Teacher-made tests Portfolios	Teacher-made tests Portfolios	Teacher-made tests Portfolios

- Additional assessments that will be administered as required by State Statute:
- Florida Comprehensive Assessment Writing Field Test (FCAT): selected schools and grades only – the charter school will participate only if selected.
- Florida Competency Examination on Personal Fitness (FCEPT): grades 9-11.
- Florida Comprehensive Assessment Test, Graduation Test: all students in grade 10 and selected students in grades 11-12.
- Applicable Components of the FCAT and all assessments required under s. 1003.43

Assessments required/recommended for Post Secondary Education may include:

- Preliminary SAT/National Merit Scholar Qualifying Test (PSAT/NMSQT): grades 9, 10 & 11.
- College Placement Test (CPT): grades 10-12.
- National Assessment of Educational Progress (NAEP).
- PLAN: grade 10.
- Advanced Placement Examinations (AP): grades 9-12.

- College Board SAT I and SAT II.
- ACT Assessment

Description how baseline achievement data will be collected and used.

The baseline student academic achievement levels for the School will be established using multiple measures of student's academic performance on the School and the Florida Assessment Programs in grades 9-12.

The specific assessments to be utilized will include the following:

- Florida Comprehensive Test (FCAT) Sunshine State Standards Component (SSS) in Reading Comprehension.
- FCAT Norm Referenced Test (NRT) in Reading Comprehension.
- FCAT-SSS in Mathematics.
- FCAT-NRT in Mathematics.
- FCAT-SSS in Science.
- FACT-Writing.
- Portfolio Assessments (whenever applicable).

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels in prior years, when data is available, in order to assess rates of prior academic progress and the baseline rates of academic progress for the School's students.

Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral records (including indoor and outdoor suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), Individual Education Plans (IEP) will be secured and the Individual LEP Student Plans will be obtained for English language learners (ELL). This data will be made available to teachers who will assess progress against the baseline data.

The extent to which educational goals and performance standards will be met will be gauged by the achievement of the specific measurable objectives identified in the charter school application for the first year of operation. Additionally, baseline data is reported in the School Improvement Plan through a needs assessment and specific learning objectives are written to address student's learning needs. In subsequent years, the results will be gauged against the objectives specified in the School Improvement Plan and this method of goal setting, data collection will be utilized as a living and continuous improvement tool.

Description how student assessment and performance will be used to evaluate and

inform instruction.

In addition to the aforementioned baseline data analysis, data collected from teacher-made assessments will be used to guide instruction. Some published assessments will also be used as appropriate. Initial, medial, and final assessments will be based on the performance standards that students are expected to achieve. Those assessments will include, but not be limited to, students' demonstration of mastery, portfolios of student work, presentation of work, on-demand production of work, teacher observations, and teacher-made exams.

The educational strengths and needs of students will be determined on an individual and school-wide basis. The results of the most recent Florida Comprehensive Assessment Test will be used to determine the level of mastery in Reading, Writing, and Mathematics. Students are expected to make at least one years gain in the core subject areas, as evidenced by the student's developmental scale score on the FCAT. Support services will be provided to assist students in reaching these expectations, and teachers and parents will work cooperatively to provide need-appropriate resources. This information, coupled with the results of the prior year standardized tests results and student records, will be used to determine the best educational setting for the students (e.g., appropriate course selection, tutoring, referral for special services). Analysis on a school-wide basis will assist in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan.

Students will be graded using an A through F scale, and every effort will be made to avoid grade inflation. Students who are struggling academically or socially or are below grade level must be quickly identified by their classroom teacher and referred to administration for academic review. Assessment of the students' strengths and weaknesses must be completed and an Individual Student Success Plan will be effectuated if necessary.

The standards based curriculum used at the School as well as comprehensive assessment program have built safeguards to ensure that students are performing according to the defined and age/grade appropriate Sunshine State Standards. These include timely assessments to gauge student levels of standards of mastery; performance tests; and other such teacher observations and evaluate tools used in the respective classrooms.

Describe how student assessment and performance information will be shared with students and parents.

The comprehensive assessment program will be used to inform students, parents, and teachers about where a student is succeeding and what needs strengthening. Assessment will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Additionally, it will guide students in understanding full mastery of each respective standard and it will keep parents informed about student progress to specific learning objectives.

Furthermore, student performance in the classroom will be assessed by the classroom teacher, and students not making adequate progress towards the Sunshine State Standards as evidenced in teacher made evaluations will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the school and the

parents will be maintained through on-line reporting systems such, for example, Pinnacle-Excelsior grade book, and through progress reports, parent conferences, and other forms of written and oral communication that the parents may be comfortable to utilize.

The establishment of a School Improvement Plan will ensure school-wide student assessment and performance data can be shared with parents, students and other stakeholders. The EESAC Committee will participate in the development of the School Improvement Plan to ensure input from all stakeholders, including teachers, students and parent representatives. The attainment of specific learning objectives, with supporting documentation, will be detailed in the school's Annual Report, and copies will be made available to the charter school constituents on an annual basis.

6. Special Education Students

Special Education:

- ◆ Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and 504 Plans, and providing a full range of services.
- ◆ Identify the staffing plan for the school's special education program, including the number and qualifications of staff.
- ◆ Describe how the school's effectiveness in serving special education students will be evaluated.

Gifted and Talented Students:

- ◆ Describe how the school will serve gifted and talented students.
- ◆ Describe the school's effectiveness in serving gifted and talented students will be evaluated.

Describe how the school will comply with state and federal requirements for serving students with disabilities, including the procedures that will be utilized for identifying students with special needs, developing Individualized Education Plans and 504 Plans, and providing a full range of services.

Key Biscayne Charter High School will comply with all local, state and federal guidelines. The school will adhere to all rules and regulations as stipulated under the Miami-Dade County Public Schools. In addition, the school will comply with all applicable requirements of Part B of the Individuals with Disabilities Education Act (IDEA). Section 504 of the Rehabilitation Act of 1973 will be honored and services provided. The Key Biscayne Charter High School acknowledges a non-discriminatory policy regarding identification, evaluation, and services of all students. The school will provide all necessary information to ensure accuracy for federal funding.

Students who have been determined to have an IEP, EP, or 504 plan will be scheduled for an IEP, EP, or 504 meeting to review the document, determine a need for any changes and establish services for the student.

Key Biscayne Charter High School staff will seek the guidance from the District's ESE Department and follow those established guidelines for determining the need for alternative assessment exemption from the State and District assessment (an individual student's determination is made by his/her IEP team). In addition, students who qualify for an alternative assessment instrument will be administered the alternative assessment in accordance with federal, state, and district policies.

Intervention/Assistance Team- Child Study Process

The Key Biscayne Charter High School philosophy is that all students can learn, will learn and should perform to the best of their ability. The school believes it is its responsibility to

provide the appropriate educational environment to ensure success. Identifying students that are at risk requires a keen eye and accurate documentation. It is our belief that a strong commitment to the academic success of all students is based on flexibility, research based curriculum and teaching through modalities. In order to achieve this goal focusing on early intervention and identification of each student's learning style is of utmost importance.

Once the student is identified as an ESE student, the school will create and implement a comprehensive plan to meet the student's individual needs. If already established, the school will follow and respect the student's plan. This plan will be continuously reviewed and monitored to check whether the goals are appropriate and being mastered. At a minimum, there will be one formal review of the plan each year.

- All ESE students will be educated in the least restricted environment (LRE)
- The school will provide the necessary services to meet the needs of all students (i.e. speech/language therapy, physical/occupational therapy, guidance services, behavioral support)
- Academic support facilitator will meet with the regular education teacher to service the student depending on the IEP
- Teachers will provide academic support and adapted curriculum to meet the students needs.
- All teachers will be certified in their specific area of instruction or endorsed and waivers will be provided when necessary.

Identify the staffing plan for the school's special education program, including the number and qualifications of staff.

A Child Study Team (CST) with expertise in various areas of child development will be created to enhance the learning environment of all students. This support team will consist of, as appropriate, the Exceptional Student Education (ESE) specialist, Assistant Principal, School Psychologist, Guidance Counselor, ESE support staff, who will meet regularly to assist students who are exhibiting academic, emotional, and behavioral difficulties.

- The school will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students.
- The number of special education staff will be based on the number of ESE students identified upon student enrollment.
- Continuous staff development will occur with trainings by the curriculum specialist.
- Differentiated instructional strategies utilized by classroom teachers will be shared at meetings.

- ESE workshops will be offered to teachers after school to further their education in the area of modality training.
- Guest speakers in curriculum will be brought in to share methodology of learning.
- County in-service workshops will be available for teachers to participate.

Monthly CST meetings will be held where the classroom teachers will bring up students who are exhibiting difficulties. The teachers will be given notices of meetings that will be held during the school day to discuss their students. Parents may be invited whenever necessary to give further insight into student's needs and/or difficulties. All information will be confidential.

Similarly, all personnel who provide related services (e.g. psycho-social counseling will be provided by a psychologist, social worker or mental professional, etc.) to students will meet all required licensure and/or certification requirements pertaining to their area of related service. Exceptional Student Education teachers will be hired to service students with disabilities, in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. Speech-language, occupational, and physical therapy services will be contracted services that the School may provide for students who qualify for those services.

Describe how the school's effectiveness in serving special education students will be evaluated.

Teachers will bring with them data supporting their concerns and present the case to the committee. The teacher will be given immediate interventions that will include but not be limited to teaching strategies, behavioral interventions, and suggestions for success. In addition, one of the ESE support team members will be available to do observations in the classrooms to offer further insight into curriculum interventions. Ongoing monitoring and adjustments will be made in order to determine progress and or additional support.

- The Miami-Dade County Public Schools School Board problem solving process will be followed.
- If the student continues to demonstrate difficulties a referral will be generated for a full evaluation.
- A consent for an evaluation along with procedural safeguards will be given to parents and/or guardian.
- The folder will be assembled and submitted to the county for a case number and processing.
- Once evaluated, the committee will reconvene and determine eligibility and services.
- All evaluations will be held in a timely manner following the sixty day timeline.

- If the student does not qualify for services, a cohesive educational plan will be developed to meet the student's educational needs.
- If the student is identified in accordance with federal guidelines and is eligible for special services under IDEA, the school will then comply with all necessary requirements.
- An Individual Education Plan will be developed meeting the needs of the student with the proper personnel in attendance at the meeting in accordance with Miami-Dade County Public Schools procedures. Parent participation will be generated with at 10 day notice and an electronic IEP will be created if necessary.
- Extended School Year (ESY) will be addressed on an individual basis.
- The school will review, develop, and implement 504 plans as deemed necessary.

The Village of Key Biscayne believes that all students can succeed. The academic support model provides for the student with the ability to be included in the regular classroom activities. This enables the student to be educated with his/her typical peers. The academic support facilitator will service the students in the classroom whenever possible. However, services that are ancillary such as OT, PT, and speech/language will be provided in coordination with the Miami-Dade County Public Schools School Board.

- Academic pullout for speech/language services.
- Collaboration and consultation services will be offered by the ESE teacher.
- Weekly consultation logs with the classroom teacher will be kept.
- Accurate documentation through the progress reports, test scores, alternative assessments will be kept.
- Alternative reading series such as Great Leaps and Stevenson Reading will be utilized.
- FCAT tutoring and SAT prep classes will be offered.
- Behavioral plans will be created as needed.
- 3 year re-evaluations will be completed and follow up meetings held.
- Transition IEP meetings will be held when the student is leaving middle school.
- Matriculation meetings for middle school students will be held.
- Parent workshops and in services to support learning styles for ESE students.

Gifted and Talented Students:

Describe how the school will serve gifted and talented students.

In accordance with [State Board Rule 6A-6.03019](#), the school will implement the

following procedures for meeting the needs of gifted students:

Identification:

Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1. a need for a special program*
2. a majority of characteristics of gifted students according to a standard scale or checklist and
3. superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence.

Underrepresented minority students will be identified as eligible for gifted programs upon demonstration of:

1. ESOL or free/reduced lunch eligibility/status
2. 98% percent or above on standardized test
3. 112 or above on IQ test

The following criteria will be used in identifying a student's need:

- high present levels of performance on test scores (98% or higher),
- referrals from teachers for gifted eligibility based on classroom performance, student's portfolio,
- recommendation from counselor/teachers regarding student motivational behavior, involvement in activities, etc.,
- recommendation from parents about student's academic areas of strength and individual interests.

Plan Development:

Once a student has been identified as gifted, the gifted coordinator will notify the student's parent, teachers, and school psychologist. The gifted coordinator at the school site will fill out the appropriate forms provided by the school district and notify the parents of the CST to give permission for the testing.

Upon review of test, at a mutually scheduled EP meeting, the participants will determine the best suitable services required to meet the student's educational needs.

Initial Educational Plan (EP) Team Participants: The EP team will, include the following participants:

- The student's parents
- The student
- The schools' gifted coordinator
- At least one teacher of the gifted program
- One regular education teacher of the student who, to the extent appropriate, is

- involved in the development and review of a student's EP. Involvement may be the provision of written documentation of a student's strengths and needs
- School psychologist
 - Staffing Specialist

Parents will be considered partners with the schools in developing, reviewing, and revising the educational plan (EP) for their child. The role of parents in developing EPs will include:

- Providing critical information regarding the strengths of their child;
- Expressing their concerns for enhancing the education of their child so that they receive a free appropriate public education;
- Participating in discussions about the child's need for specially designed instruction;
- Participating in deciding how the child will be involved and progress in the general curriculum; and
- Participating in the determination of what services the school will provide to the child and in what setting.

The Educational Plan (EP) for each student will include:

- A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on state and district assessments, and evaluation results;
- A statement of goals, including benchmarks or short term objectives;
- A statement of the specially designed instruction to be provided to the student;
- A statement of how the student's progress toward the goals will be measured and reported to parents; and
- The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services.

Implementation: The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP.

The school will offer various services to meet the needs of the gifted student based on the Educational Plan. These services include specialized gifted courses (as detailed in the curriculum section of this application), acceleration, modifications of content through differentiated curriculum, curriculum compacting, and enrichment. Other services may include social skills development and/or counseling.

A consultation model will be established by the gifted coordinator at the school. Consultation will include periodical meetings between the general education teachers, gifted teachers and gifted coordinator to plan, implement, and monitor the student's progress. All faculty providing consultation to the student will maintain a record of the teachers, courses, and students for whom the services

are being provided.

Timelines: An EP will be in effect at the beginning of each school year for all gifted students for a duration of 1 or 2 years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following:

- An EP will be developed within thirty (30) calendar days following the determination of eligibility for specially designed instruction.
- Meetings may be held to develop and revise the EP at least every 1 or 2 years for students. Plans may be reviewed earlier as needed or if the student's parent or teacher requests a review, or if services change.

Describe the school's effectiveness in serving gifted and talented students will be evaluated.

The goals for determining Key Biscayne Charter High School's effectiveness in serving gifted and talented students are consistent with goals set for all students of the School (see section I. 5) and/or as specified in the child's Educational Plan (EP). The School will support the education of the gifted and talented students with a commitment to provide services necessary for full implementation of the child's ER

The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of a student with limited English proficiency, the language needs of the student as they relate to the EP, will be considered when reviewing and revising the plan.

Educational Plan (EP) Review Team Participants: The EP review team will include but is not limited to the following participants:

- The student's parents
- The student
- At least one teacher of the gifted program
- General Education teacher

At the discretion of the parent or the school district, other individuals who have knowledge or special expertise regarding the student. The determination of knowledge or special expertise of any individual shall be made by the party who invites the individual to be a member of the CST.

7. English Language Learners

- ◆ Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.
- ◆ Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.
- ◆ Describe how the school's effectiveness in serving gifted and talented students will be evaluated.

Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

Language Development

Key Biscayne Charter High School will establish a process to screen, assess, classify, and appropriately place potential LEP students in accordance to the Florida Department of Education ESOL agreement.

Educational plans will be developed to meet the individual student needs; instructional and language levels will be considered in the development of student goals. Growth will be monitored through periodic assessments.

LEP/ESOL Plan Identification Procedures

- Registration forms will contain a Home Language Survey.
- Home Language assistance at registration will be provided.
- Home Language survey will be completed by parent/guardian at the time of registration – copy placed in student cumulative folder. A Language assessment is given to any student whose parent answers “yes” to one or more of the three language survey questions.
- Parents will be sent notification of the meeting date and the LEP committee consisting of but not limited to the teacher, the assessor, the ESOL coordinator.

Assessment Procedures

Administration of LAS Aural/Oral Test (or similar instrument):

- Initial assessment is made by trained, certified staff using the Language Assessment Scales (LAS) test within 20 school days of the Home Language Survey date. The test is administered at the school.
- Students scoring at LAS levels 1, 2 and 3 are placed in the ESOL program. LAS levels 4 or 5 have oral proficiency and must have reading/writing assessment.

Assessment test:

Students scoring 51% or above on the reading/writing assessment have met the minimum requirements and will not be placed in the ESOL Program.

Students scoring at or below 50% on the reading/writing assessment are placed in the ESOL Program.

Course Placement:

- Students who do not have documentation of educational records are age appropriately placed.
- The LEP committee will use assessment data as a guide to equitably place students into courses that will most effectively ensure the student's successful progression/promotion

Accommodations for LEP Students in the Administration of Statewide Assessments

Test modifications are provided as directed by state laws.

Exemption of an ESOL student from statewide assessments is possible only upon LEP Committee recommendation on an individual basis for students in the ESOL program two years or fewer.

LEP Student Plan

Each student will have LEP Plan kept in a lavender folder in his/her school's permanent record file. The plan will include:

- Part A: Student assessment data relative to program entry and exit
- Part B: ESOL Instructional Program Schedule, including summer school and any schedule changes
- Part C: Post-Reclassification Monitoring
- Part D: Documentation of Programmatic Assessment

Required supporting documentation maintained with the Student LEP Plan:

- Home Language Survey
- Copy of the front of LAS test
- Copy of Parent Letter in Home Language (original to parent/guardian)
- Student data Sheet
- Parent/Guardian Invitation to LEP Committee Meeting
- LEP Committee Outcome Forms
- Annual Review/End-of-Year Evaluation (only at the end of the 3rd year)
- Any other referrals or conference forms such as parent/guardian invitation to LEP Committee Meeting and Narrative of LEP Committee Meeting

Roles of LEP Committee

- To address the LEP or Non-LEP status of a student
- To invite parent/guardian participation in the student review
- LEP committee must recommend retention of student

- To provide interpreters for the parents/guardians, if needed
- To document committed recommendations on LEP Committee Outcome forms
- To use assessment data as a guide to equitably place into courses that will most effectively ensure the student's successful progression/promotion

Appropriate Program

Mechanism to Ensure Understandable Instruction:

- The ESOL Program utilizes grade/course curricula using standard ESOL methodologies at a level appropriate to the student's level of English language proficiency.
- Instruction in all subject areas will utilize and document use of ESOL strategies to ensure that instruction is comprehensible at the appropriate level for the LEP student.
- Teachers will be certified in their specific field of instruction.
- Teachers and appropriate support personnel will complete state ESOL training for certification/endorsement requirements
- School Media Resources: Bilingual Dictionaries, Reading Materials in Native Languages, Cultural Resource Materials, and Language Instruction Software.
- Teachers will be trained in research-based methodologies – Reading in the Content area, Differentiated curriculum

The school will make sure that:

Teachers receive periodically updated lists of LEP students and their classification

- Comprehensible instruction is provided for LEP students the use of ESOL strategies, and the use of supplementary materials to reinforce the 4 key language components listening, speaking, reading, and writing.
- ESOL strategies listed on the MATRIX are documented in the teacher's plan book.
- Lessons will be aligned with Sunshine State Standards and documents as required by the state.
- Any LEP student who does not meet specific levels of performance in Reading, Writing, Science and Mathematics will be provided with an Progress Monitoring Plan to assist the student in meeting state and district expectations for proficiency.
- Eligibility to tutorial programs (after school Reading, Math, and Writing) and camps.
- Eligibility to the extended reading block course
- A LEPSEP folder will be generated for each LEP student enrolled in the ESOL program.
- LEP students will be assessed both in language proficiency and academic achievement and participate in district and state assessments to comply with LUCAC and NCLB-Title III.
- A LEP committee will be formed and meet to resolve any issue that affects the instructional program of a LEP student, Parents will be invited to attend the LEP meeting.
- All efforts will be made to inform and orient parents to the school system through the use of materials translated into the three predominate languages: Haitian-Creole; Portuguese, and Spanish.
- The English/Language Arts teacher will be ESOL endorsed or working towards the endorsement through college and university credits or district state-approved staff development and will adhere to the training timeline for completion of this requirement.

- Teachers will be certified in their specific field of instruction.

Equal Access to Categorical and Other Programs/Services

Key Biscayne Charter High School will not deny limited English proficient (LEP) students access to any curriculum being offered to non-LEP students. Additional software has been identified to support each student in his/her native language. The quality of supplemental curriculum will be equal to the curriculum of non-LEP students. This software is available to all students at each site.

Key Biscayne Charter High School assures equal access to instructional, categorical and student services for LEP students to all programs for which they would otherwise qualify without reference to English language proficiency

Understandable Home/School Communication

Procedures to Provide Understandable Home/School Communication will include Reporting Progress of LEP Students in Reading, Writing, and Mathematics to parents/guardians.

Student PSLCS Collection

Key Biscayne Charter High School will maintain all necessary records and will participate in all state testing programs.

- Provision to Report LEP Students for Funding beyond the Three-Year Base Period.
- To ensure quality control over data collection and reporting for LEP students, PSLCS will monitor and track student data.
- All testing data will be disaggregated to include comparisons of LEP and non-LEP populations, by cohorts.

Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

All teaching personnel will be required to become ESOL endorsed depending upon their instructional assignment.

- Out of field waivers will be reviewed on an individual basis with emphasis on teacher assignments
- Teachers will be in-serviced on ESOL strategies and be expected to incorporate these strategies in their lesson plans.
- Bilingual personnel will be hired to be paraprofessionals and/or teachers who can also act as translators to parents and/or students
- Supplemental software for ESOL competencies will be provided
- Appropriate training will be offered to teachers to improve their skills
- All forms will be provided in home language to parents
- Differentiated curriculum will be used throughout the grade levels to assist the students

Describe how the school's effectiveness in serving gifted and talented students will be evaluated.

Key Biscayne Charter high School's goals for determining effectiveness in serving LEP students at the School is consistent with goals set for all students of the School (see section 5) and with consideration to the goals and objectives written therein the child's LEP plan. The School will support the education of the students, providing the support not only in the ESOL classroom but also in the other classroom settings in which the child will receive instruction.

The School's effectiveness in serving LEP students can also be evaluated by the School's ability for the student to demonstrate learning gains as evidenced by their performance in all respective portions of the FCAT and consistent with the annual goals specified in the child's LEP Plan. The School's effectiveness in serving LEP students will also be evaluated by the school's ability to meet Adequate Yearly Progress (AYP), including AYP for English Language Learner students' subgroup.

8. School Climate and Discipline

- ◆ Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.
- ◆ Describe the school's philosophy regarding student behavior.
- ◆ Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.

Describe the school's daily schedule and annual calendar, including the annual number of days and hours of instructional time.

The Key Biscayne Charter High School's daily schedule will be determined at a later date, however the hours shall approximate those of Miami-Dade County Public Schools. The school calendar will be the same as that of the Miami-Dade County Public Schools and will contain a minimum of 180 instructional days per year.

Describe the school's philosophy regarding student behavior.

- All students and school staff have a right to schools that are safe, orderly and drug free.
- All students and school staff have a right to be treated with courtesy and respect.
- The school will have an environment conducive to learner engagement and pursuit and attainment of goals. Students will act in a manner that furthers this environment.
- All students and school staff have a right to learn and work in schools and

classrooms that have high academic standards.

- All students and school staff have a right to be supported by parents, the community, public officials and business in their efforts to uphold high standards of conduct and achievement. (Shanker, 1995)
- Parents must be active in supporting the plan and encouraging appropriate student behavior.

Key Biscayne Charter High School - Student Community Service Guidelines

Key Biscayne Charter High School plans to require its students to complete 100 hours of community service between 9th and 12th grades to graduate with a High School diploma. (25 hours per year) with 75 hours of service by the end of the eleventh grade. 12th grade students will also complete a senior community service project in a class, with a school activity group or through the guidance office.

Community service projects are planned, organized and voluntary efforts designed to address a problem or need in the community. To be meaningful, community service projects must address a real need or problem found within the school or community. The community service project students choose to do should also reflect their personal interests and skills. In addition, worthwhile community service projects require an on-going commitment on student's part.

Students will be required to do any of a variety of projects in order to meet the graduation requirement. They can spend time with senior citizens, tutor elementary or adults in a subject matter (i.e. technology), work in a homeless shelter or participate in a Community Service / Service Learning project in the community as planned by the school's faculty. Students may complete their project at a school or in the community. Students may work as an individual and or may work in a group. Below is a brief description of the types of projects that are acceptable.

School-site Service Projects:

School-site service is an excellent way of meeting the requirement for community service while also helping meet special needs in a school. If they choose to complete a school-site project, students should commit to providing on-going support and assistance to the school. Additionally, if students work on a school-site project, the project must not be completed as part of a regular school course in which you are receiving credit (with the exception of the school courses in community service). The project may not be a performance or performances that are part of the specific curriculum the student is following. Students must be performances outside of the regular school performance schedule, or requirements set by your specific department.

Examples of School-Site Projects include:

- Student plans, coordinates, and monitors a school-wide letter writing campaign in

- support of an issue of local importance.
- Student tutors other students in Reading or Math for a semester.
- Student serves as a Community Service aide to an appropriate teacher or counselor and assists with the efforts to implement and monitor community service experiences.
- Student performs at another school or at a nursing home or similar facility.
- Student performs for school activity which is not part of the regular program.

NOTE: Competitions, honors, and recognition, will not constitute service.

Group Community Service Projects:

Group community service projects provide excellent opportunities for students to complete their community service requirement while also helping meet the special needs of an individual neighborhood or community.

Examples of Group Community Projects include:

- Students develop an Adopt-A-Park program that includes organizing and monitoring regular work details, beautification and / or preservation.
- Students work regularly at a senior citizens' assisting with feeding and visitations.
- Club members volunteer to perform service for community organizations such as Beach Clean-ups, March of Dimes Walk, etc.
- Students participate as Mayor or Council members in the Key Biscayne Youth Council program, or support Youth Council programs approved by the Principal of the school.

Individual Community Service Projects:

Individual community service projects allow students to complete the service requirement while addressing a community need which interests you. When working on an individual project, students should be committed to providing on-going assistance to the community.

Examples of Individual Community Projects include:

- Student hosts story hours for younger children at a community library or at a nearby elementary school.
- Student reads to or records for the blind.
- Student serves as a volunteer at a museum or cultural center.
- Student choreographs, writes, or directs a piece that is performed for a school, service agency or the like. The performance must address an area of need to educate, inform or rally around an issue.
- Student volunteers to paint for a community agency, i.e. Crandon Park Carousel Restoration Project or designs a poster for a community agency for which he/she does not get paid and does not receive an award.
- Specific guidelines and procedures will be defined prior to the start of each school year.

Describe the school's Code of Conduct, including the school's policies for discipline, suspension, dismissal and recommendation for expulsion.

The Code of Student Conduct currently in force by the School Board of Miami-Dade County will serve as the primary model for the School. Prior to opening of the School, a comprehensive review of the Code will be conducted and refinements may be recommended. If any changes are made, all affected parties (parents and students) will be properly notified prior to the opening of school.

The Code of Student Conduct clearly establishes the rules and expectations for student behavior and the consequences for the violation of such rules.

Violation of the rules will be designated by categories which will range from a Level I violation to Level III which could include consequences as serious as expulsion. Parents will be provided detailed information regard the Code of Student Conduct upon registration.

Such actions must be recommended and implemented in a fair and reasonable manner and substantial documentation must be provided in order to justify any punitive action. In such case that a student is expelled, he or she may not return to the school.

The School agrees to maintain a safe learning environment at all times. The School shall be guided by Florida state law and the School Board's policies in the development of the School's disciplinary policies. Nothing herein shall prohibit Key Biscayne Charter High School from adopting more strict disciplinary rules to the extent permitted by law. School students may be expelled by the School Board upon a recommendation by the School. Any of the following behaviors are grounds for disciplinary action which may lead to possible expulsion of the student:

1. Use, possession or sale of controlled substances, as defined in Chapter 896, Florida Statutes, or use, possession or sale of electronic pagers, alcohol, or counterfeit drugs that would be prohibited if genuine, by any student while the student is on school property or in attendance at a school function or sponsored event.
2. Possession of a firearm, knife, other weapon, or an item which may be used as a weapon or to harm another (such as explosives, inflammables, acids and other chemicals and poison) by any student while the student is on school property or in attendance at a school function or sponsored event. This policy shall apply equally with regard to any facsimile of a firearm, knife, other weapon, or an item which may be used as a weapon or to harm another.
3. Violence against any school personnel or other student.
4. Sexual harassment.
5. Vandalism (defacing, misuse of property) or Theft.
6. The attempt to do or participation in a conspiracy to do anything covered in subparagraphs 1-6 above.

The School may expand this list in the development of its disciplinary policy. Further, the

School shall apply the School Board of Miami-Dade County policy regarding pagers in implementation of its disciplinary policy at the School.

The School agrees to comply with the federal Gun Free School Act of 1994, and the state's Zero Tolerance regulations, and any other applicable state and/or federal law pertaining to the health, safety and welfare of students.

The Key Biscayne Charter High School will adopt the plans of the Miami-Dade County Public Schools as follows:

- School Safety Plan
- Code of Student Conduct
- Guide to Proactive Discipline

Charter School Dress Code

A higher standard of dress often encourages greater respect for the individual student and others and results in a higher standard of behavior. Dress code guidelines indicate the appropriate school dress for normal school days. The School will develop the particulars of the dress code together with parents and students and reserves the right to interpret these guidelines and/or make changes during the course of the first year. Students are expected to follow these guidelines. A school uniform shall be worn by every student in attendance. The color will be determined by the charter applicants. A special fund will be set up to accommodate those parents who have financial limitations with acquiring these uniforms.

Possible Standards May Include:

Hair: Hair must be neat and clean with no "unnatural" colors. No hats, bandanas or headbands may be worn.

Shoes: Students must wear shoes at all times. No heavy military type boots or shoes with metal tips may be worn.

Blouse/shirts/sweaters: All blouses and shirts must be tucked in. Girls may wear blouses with modest necklines or collared knit shirts. No see-through blouses are allowed.

Slacks/shorts: All uniform slacks/shorts must be worn with a belt and be in good repair.

In general: Boys may not wear earrings or body piercing. Girls may not wear body piercing other than earrings. At no time are students to wear anything offensive, immodest, or deemed inappropriate by the faculty.